**Global Learning Rubric**

The intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people’s lives.

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| **Criterion** | **Developing (1)** | **Satisfactory (2)** | **Exemplary (3)** |
| **GL1: Analysis**  Analysis of power structures and dynamics in natural, physical, social, cultural, and economic systems. | * Describes power structures and hierarchies in modern and historical contexts. * Compares historical consistencies and shifts in power within and between cultures. * Describes how shifts in physical, social, cultural, and economic systems have impacted historical power structures. | * At a surface level, analyzes and critiques power structures and hierarchies in modern and historical contexts. * Mostly assesses historical consistencies and shifts in power within and between cultures. * Evaluates how shifts in physical, social, cultural, and economic systems have impacted historical power structures. | * At a deep level, analyzes and critiques power structures and hierarchies in modern and historical contexts. * Thoroughly assesses historical consistencies and shifts in power within and between cultures. * Hypothesizes how shifts in natural, physical, social, cultural, and economic systems might impact current structures. |
| **GL2: Interdependency**  Identification and critique of interdependent global, regional, and local cultures and systems. | * Compares and contrasts cultures on a macroscopic level. * Identifies natural, physical, social, cultural, historical, and/or economic interdependences. * Recognizes that seemingly “minor” events have had global consequences. * Recognizes power structures and hierarchies that led to the greatest inequities and evaluates means of solving such inequities, proposed by others. | * Compares and contrasts between cultures in modern and historical contexts. * Connects natural, physical, social, cultural, historical, and/or economic interdependencies. * Summarizes how seemingly “minor” events can have global consequences. * Critiques power structures and hierarchies that led to the greatest inequities and proposes potential means of solving such inequities. | * At a deep level, compares and contrasts among and between cultures in modern and historical contexts. * Evaluates natural, physical, social, cultural, historical, and economic interdependencies. * Reframes how seemingly “minor” events have or could have global consequences. * Critiques power structures and hierarchies that led to the greatest inequities, hypothesizes about current inequities, and formulates potential means of solving such inequities. |
| **GL3: Implications**  Engagement in the community and evaluation of the implications for people’s lives stemming from solutions to global problems. | * Recognizes personal role as a member of an interconnected world and sometimes defends that role. * Summarizes role as a community member and leader. Describes how collaboration and community engagement might help this role. | * Articulates personal role as a member of an interconnected world and often defends that role. * Connects to role as a community member and leader. Applies some collaboration and community engagement to this role. | * Values personal role as a member of an interconnected world and consistently defends that role. * Evaluates role as a community member and leader. Prioritizes collaboration and community engagement in this role. |